

**2003-2004 No Child Left Behind—Blue Ribbon Schools Program  
Cover Sheet**Name of Principal Dr. Joyce Burick Swarzman  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)Official School Name Independent Day School – Corbett Campus  
(As it should appear in the official records)School Mailing Address 12015 Orange Grove Drive  
(If address is P.O. Box, also include street address)Tampa Florida 33618-3699  
City State Zip Code+4 (9 digits total)

Tel. ( 813 ) 961-3087 Fax ( 813 ) 963-0846

Website/URL www.idsyeyes.com E-mail jswarzman@idsyes.com

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

  
(Principal's Signature) Date 01-27-04Name of Superintendent\* N/A  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)District Name N/A Tel. ( )

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

N/A Date \_\_\_\_\_  
(Superintendent's Signature)Name of School Board President/Chairperson Mr. James Conlin  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

  
(School Board President's/Chairperson's Signature) Date 01-27-04*\*Private Schools: If the information requested is not applicable, write N/A in the space.*

## **PART I - ELIGIBILITY CERTIFICATION**

**[Include this page in the school's application as page 2.]**

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2003-2004 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1998.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

**DISTRICT** (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:
 

\_\_\_\_\_ Elementary schools

\_\_\_\_\_ Middle schools

\_\_\_\_\_ Junior high schools

\_\_\_\_\_ High schools

\_\_\_\_\_ Other (Briefly explain)

\_\_\_\_\_ TOTAL
  
2. District Per Pupil Expenditure: \_\_\_\_\_
  
- Average State Per Pupil Expenditure: \_\_\_\_\_

**SCHOOL** (To be completed by all schools)

3. Category that best describes the area where the school is located:
 

☐ Urban or large central city  
☐ Suburban school with characteristics typical of an urban area  
☒ Suburban  
☐ Small city or town in a rural area  
☐ Rural
  
4. 8 Number of years the principal has been in her/his position at this school.  
 \_\_\_\_\_ If fewer than three years, how long was the previous principal at this school?
  
5. Number of students enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total		Grade	# of Males	# of Females	Grade Total
<b>K</b>	24	27	51		<b>7</b>	32	27	59
<b>1</b>	25	26	51		<b>8</b>	30	26	56
<b>2</b>	25	25	50		<b>9</b>			
<b>3</b>	32	25	57		<b>10</b>			
<b>4</b>	30	27	57		<b>11</b>			
<b>5</b>	29	23	52		<b>12</b>			
<b>6</b>	35	24	59		Other	20	19	39
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL →</b>								<b>529</b>

6. Racial/ethnic composition of the students in the school:
- |                   |                                  |
|-------------------|----------------------------------|
| 86                | % White                          |
| 8                 | % Black or African American      |
| 4                 | % Hispanic or Latino             |
| 2                 | % Asian/Pacific Islander         |
|                   | % American Indian/Alaskan Native |
| <b>100% Total</b> |                                  |

7. Student turnover, or mobility rate, during the past year: 1.5 %

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

<b>(1) Oct. 2002</b>	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	1
<b>(2) June 2002</b>	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	7
<b>(3)</b>	Subtotal of all transferred students [sum of rows (1) and (2)]	8
<b>(4) Oct. 2002</b>	Total number of students in the school as of October 1	503
<b>(5)</b>	Subtotal in row (3) divided by total in row (4)	.015
<b>(6)</b>	Amount in row (5) multiplied by 100	1.5

8. Limited English Proficient students in the school: 1 %  
1 Total Number Limited English

Proficient

Number of languages represented: 4

Specify languages: Spanish, Chinese, Hindi and English

9. Students eligible for free/reduced-priced meals: 0 %  
0 Total Number Students Who Qualify

If this method does not produce a reasonably accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 0 %\* *All students are taught in the mainstream/regular classroom.*  
0 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u>    </u> Autism	<u>    </u> Orthopedic Impairment
<u>    </u> Deafness	<u>2</u> Other Health Impaired* <i>Students receive instruction in regular classroom.</i>
<u>    </u> Deaf-Blindness	<u>    </u> Specific Learning Disability
<u>    </u> Hearing Impairment	<u>    </u> Speech or Language Impairment
<u>    </u> Mental Retardation	<u>    </u> Traumatic Brain Injury
<u>    </u> Multiple Disabilities	<u>    </u> Visual Impairment Including Blindness

11. Indicate number of full-time and part-time staff members in each of the categories below:

**Number of Staff**

	<u><b>Full-time</b></u>	<u><b>Part-Time</b></u>
Administrator(s)	<u>3</u>	<u>2</u>
Classroom teachers	<u>35</u>	<u>1</u>
Special resource teachers/specialists	<u>15</u>	<u>    </u>
Paraprofessionals	<u>5</u>	<u>    </u>
Support staff	<u>10</u>	<u>    </u>
Total number	<u>63</u>	<u>3</u>

12. Average school student-“classroom teacher” ratio: 10:1

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Daily student attendance	97%	97%	97%	97%	97%
Daily teacher attendance	98%	97%	96%	96%	98%
Teacher turnover rate	8%	10%	18%	2%	10%
Student dropout rate					
Student drop-off rate					

## **PART III - SUMMARY**

### **Snapshot of IDS**

Independent Day School is an accredited, non-sectarian, non-profit, independent school located in Tampa, Florida. IDS is situated on a beautiful lake with an award-winning, colorful campus. The school was founded in 1968 by two women educators who envisioned an innovative, student-centered school where everyone would feel gifted and valued. Over the years, their dream evolved into a Pre-K thru 8<sup>th</sup> grade school with 530 students, and a reputation as a model school where over 1200 educators have observed in our classrooms/and or attended training for the past 4 years.

The reputation, as a school that features best practices, stems from our vision and mission that bring the original 35-year philosophy to life in the 21<sup>st</sup> century. The vision that our Board and Faculty embrace states our determination to accelerate learning by creating a brain friendly environment that can be joyful and challenging, stimulating and productive, and nurturing with high standards and high expectations. Our mission is to realize this vision by both focusing on “our children first” and generating a positive impact on the greater community. We have worked to be a private institution with a public purpose.

The faculty consists of highly skilled teachers who study current research in education. Faculty participates in intensive training throughout the year. The training program has evolved into the M.O.R.E. Approach (Multiple Options for Results in Education, see page 12), which highlights 7 major components, and over 99 implementation approaches divided among the 7 areas. The M.O.R.E. Approach reflects our continuous improvement model to capitalize on scientific findings that increase student engagement in the teaching/learning process.

In addition to the M.O.R.E. Approach, IDS serves as a leader in extending its exemplary staff development program to interested outside educators through a number of programs. We sponsor year-long residencies for new and prospective teachers to be mentored by IDS faculty. Our school serves as a Cooperative Learning Demonstration Site where teachers are free to observe our classrooms and follow up with “how to” training. IDS collaborated with St. Petersburg College of Education to develop the “Power of the Practitioner Program,” where teams of IDS faculty instruct all curriculum courses for education majors. We also regularly mentor and supervise pre-service teachers from the University of South Florida.

Parent participation contributes to making this a dynamic learning community. Parents volunteer daily to assist throughout the campus and classrooms. Parents serve as models in developing the concept of volunteerism for our students. Parent Education options also are available through Edu-Talks, Coffee-Talks, ParentNet Study Groups, and frequent conferences. Our recently published book says it all: It's All About Kids: “Every Child Deserves A Teacher of the Year.” The journey is to create a place where all children experience learning in a caring, child-centered, and highly academic environment that encourages a deep love of learning.

## **PART IV, #1**

### **Assessment Results**

Independent Day School strives to create and maintain an academic program that is rigorous, fun and promotes student growth in academic, social, personal, artistic, physical and communication areas. Thus, academic achievement testing is but one measure used by the school administration, faculty, Board of Trustees, and parents to evaluate the strength of the program.

To assess school-wide academic progress, students are tested annually. Make-up test days are scheduled in an effort to obtain 100% participation in the assessment efforts. As reflected in the attached test data provided for grades 2 thru 8, our school means in both reading and mathematics on the Stanford 9 exceeded the 90<sup>th</sup> percentile of school mean scale scores of the national school norms for the past three years. Furthermore, when mean national scores are compared to the IDS students' mean scaled scores, IDS students' scores are at least one standard deviation above the national mean with three exceptions: reading in grades 7 and 8 and math, grade 8. This is an even higher standard than the 90<sup>th</sup> percentile of school mean scores.

To ensure that these high-test scores are related to academic excellence and not simply to admission standards, in the spring of 2003, the Otis Lennon Aptitude Test was administered in addition to the Stanford 9 Achievement Test. Concerned about the potential of an expectancy bias, no individual student data were recorded in student files. Instead, group variance was examined and local group norms established. Achievement expectancies were projected based on student aptitude scores and achievement test data were compared to these expectancy scores. Analysis of these data reassured us that students of ability levels ranging from low normal to gifted are enrolled in each grade level. Further, there are students with diagnosed learning disabilities in many grade levels. These students are fully included in the regular school program.

Based on the performance of 405 students who took both the SAT reading and math tests and the Otis Lennon Verbal and Nonverbal Subtest, their total achievement compared to ability scores were as follows: (56%) 228 performed above the expected level; (43%) 173 performed at the expected level; (1%) 4 performed at a lower level than expected; (6 children were absent). Further analysis of the data revealed that of the 407 taking the Reading Achievement Battery: (52%) 210 performed above the expected level; (43%) 176 performed at the expected level; (5%) 21 performed at a level lower than expected; (4 students were missing from the data). Of the 410 students who took the Math Achievement Battery: (66%) 269 performed above the expected level; (31%) 127 students performed at the expected level; (3%) 14 students performed at a level lower than expected.

## **PART IV, #2**

### **How School Uses Assessment Data**

Assessment data from multiple sources guide the diagnosis and remediation of the strengths and challenges embedded in both student and school-wide performance. Assessment data are derived from sources such as the SAT 9, student portfolios and projects, verbal and written tests, student self-evaluations, student-led/parent conferences, and teacher observations.

The Education Committee, consisting of the Trustees, Teachers, and Headmaster, yearly evaluates SAT 9 scores for continuity or fluctuations in individual or school-wide performance. Curriculum maps and instructional strategies are changed when systematic difficulties are identified.

Portfolios and projects provide our teachers with key data to adjust classroom instruction. Verbal and written pre- and post-tests provide feedback for both the learner and teacher, and these determine types of enrichment or review needed. Data from student self-evaluations provide a continuous improvement model of assessing and redefining goals for academic, social and emotional growth.

Weekly schedules provide time for teams of teachers, through grade level, division and in-service meetings, to assess curricular progress throughout the year for individual and class performance. Teachers brainstorm and incorporate learning strategies based on the variety of assessment data collected. Frequent teacher observations and teacher/student conferences also provide data, building open communication between teachers and students.

## **PART IV, #3**

### **Communicating Student Performance**

Standardized testing serves as one type of assessment data. The Education Committee yearly communicates results of standardized testing to the Board of Trustees. SAT test reports for individual students are sent to each family. School-wide results are shared through the school newsletter. Parents are encouraged to request conferences with faculty to answer questions about test scores.

Students in fourth and fifth grade can qualify for the Duke Talent Identification Program by achieving the 90% or above on certain subtests of a standardized achievement test. Seventh graders are required to score at the 95% to qualify for the ACT or SAT. These students are recognized at assemblies with the community and through newsletters.

Since the school philosophy is based on educating the whole child, other assessment data are key in communicating to the parent and student community. Student, parent, and teacher conferences are held three times a year in mid-trimester to communicate student progress and portfolio data. Conferences are student-led after extensive work in student self-evaluation of their portfolios. This process, guided by the teacher, assists students in learning how to analyze and communicate their performance and goals to parents, based on benchmarks for content and behavior. Through this reflection process, students become aware of their own performance and partner in their educational goals with teachers and parents.



## **PART IV, #4**

### **How School Shares Success**

IDS actively shares best practices with other schools. We serve as a demonstration site for Kagan Cooperative Learning Seminars where over 1200 private and public school teachers have observed our faculty modeling lessons in every classroom. Throughout the year, we welcome educators to observe in classrooms. A local public school and later a private school brought their entire faculties to our training center for a two-day workshop on reaching students with divergent learning styles. We also share our teachers with other schools requesting training on their sites.

In Fall 2003, IDS established a partnership with St. Petersburg College to teach curriculum instruction courses. The content emanates from the IDS M.O.R.E. Approach. Each week, teams of IDS teachers share with future teachers best curriculum practices. The students apply this knowledge during their practica in the public schools. In addition, we regularly accept interns or pre-service classes from another local university. Teachers from our faculty also mentor potential teachers in a paid resident program funded by a grant.

The school published a book: It's All about Kids: "Every Child Deserves A Teacher of the Year" for parents, teachers, and school administrators to share the IDS mission and vision. We want to help every child experience an exemplary "Teacher of the Year".

## **PART V, #1**

### **Curriculum**

Curriculum is based on national and state standards. The course of study consists of connecting the school's philosophy to standards and benchmarks within each content area. Pre Kindergarten thru eighth grade students study Language Arts, Social Studies, Math and Science. Weekly specials include Music, Art, Drama, Physical Education, Computer, Library, and Spanish. The middle school program includes Spanish as a core subject.

The curriculum founded on research-based strategies, taps into creating a brain-friendly learning environment. A teacher think tank approach examines multiple strategies in each content area to increase time on task and capture the enthusiasm of diverse learners, by attending to multiple, emotional, and moral intelligences. The curriculum approach includes team teaching, subject integration, thematic units, project learning, hands-on experiences, simulations, live events, multi-age offerings, and cooperative learning. Students are able to accelerate to high levels of learning within a heterogeneous environment.

Language Arts integrates literature, writing, grammar, vocabulary and speaking utilizing developmental communication strategies. Math balances learning concepts with procedural accuracy and speed throughout the grades. Math instruction is combined with an intensive computer support system for diagnosis, instruction, and assessment. All eighth grade students have the option of going as far as Algebra II. The Social Studies curriculum, supported by "History Alive", provides a rich experience in understanding past, present and future economics, social, and cultural issues affecting the world, our country, state, city, community, and self. The first thru fifth grade Science curriculum uses a multi-age approach to learn the scientific method of investigation that includes Life, Physical, Earth, and Chemistry. The middle school program progresses to IPS (Introductory Physical Science) with honors as a popular option. The Spanish curriculum, Pre-K – 5<sup>th</sup>, introduces vocabulary, dialogue, and grammar through thematic units. Spanish curriculum through 8<sup>th</sup> develops an appreciation for differences in language, culture, and global concepts. Middle School Spanish progresses to a core subject with the goal of completing Spanish I and learning how to communicate effectively in a foreign language.

The Specials curriculum enriches the core curriculum. Art includes History, Elements and Principals of Design, Careers, Nature and Multicultural Art culminating in yearly school art exhibits. The Drama curriculum successfully produces students who feel comfortable performing with presence before an audience. Physical Education promotes healthy living and cooperative exploration, which enhances the student ability to perform physically, academically, and as part of a team. The Music curriculum fosters student creativity and performance confidence. Students sing, play instruments, compose, and study historical, contemporary, and world music. The Library curriculum instructs students on the importance of how to access and evaluate information critically and openly and encourages reading and more reading through book borrowing and book fairs. Extensive training in Computer technology integrates with all subject areas and teaches basic research techniques. Students learn the rudiments of hardware and become proficient in presenting subject matter using word processing and graphics to create media rich projects.

## **PART V, #2**

### **Elementary Reading Curriculum**

The Elementary reading program is dedicated to accelerating literacy learning for all children, developing them into skilled thinkers, with the ability to communicate effectively. A balanced literacy approach, correlated to Standards and Benchmarks for writing, reading, listening, viewing, speaking, language, and literature, was chosen to create a motivating environment, where students enter school excited about learning every day. Literally, everything that works is implemented. A myriad of instructional strategies and materials are deliberately matched to each student's needs, based on assessments of student performance.

The early years use both a phonics and whole language approach to reach all learners. All classes use literature to excite students with the joy of reading. Four types of reading occur in every classroom -- class focus novels, literature circle books for small groups, personal choice reading, and reading in the content areas. Fluency in decoding, comprehension, and writing are achieved through creative strategies that connect learning to thematic units, real life experiences, and typical classroom activities, which practice the basics of reading. In each grade level, students are exposed to both new themes and traditions that motivate reading and challenge students to build critical thinking skills. Creative approaches linking basic skills in reading and writing make words come alive.

## **PART V, #2**

### **English Language Curriculum**

The Middle School English language curriculum builds upon prior knowledge, and then reinforces and challenges students in reading, writing, listening, viewing, speaking, language, and literature. We address different reading levels through a variety of instructional strategies using the M.O.R.E. Approach.

The reading component requires students to read outside novels of various genres and make connections through reader response activities in their writers' notebook. Student interest is the driving force to motivate and challenge ALL students. Individual reading contracts are derived from a consensus among the student, teacher, and parent, allowing all student abilities to be met and challenged.

Individual differences and strengths are also addressed through alternative student choices, which foster and provide opportunities for each child to shine. Reading and writing components are integrated with attention to building competence in analyzing, synthesizing, and evaluating selected readings. The Middle School writing program is based on Six Traits and students are encouraged to incorporate appropriate grammar and expand vocabulary usage. Specific grammar rules are used throughout all writing activities.

Students receive daily instruction on presentation skills using voice, body language, and diction through interactive assignments. Each of these components is an integral part of preparing our students for the world of tomorrow.

## **PART V, #3**

### **Math Curriculum**

The IDS Math Curriculum offers an opportunity for ALL students to maximize their learning. The National and State Standards and Benchmarks drive curriculum goals, while the M.O.R.E. Approach provides the process tools to create mathematically literate students who value the use of mathematics in real life. The goal is for all students to be proficient in mathematical areas such as computation, problem solving, and communication of both process and procedures. Students, grasping concepts quickly, are given opportunities to extend knowledge both horizontally and vertically. Students meeting challenges learn concepts in multiple ways - believing that everyone can learn.

Pre-assessments are administered allowing teachers to cluster students and deliver lessons based on skill levels. Instruction is targeted reasonably above the perceived performance level. Team teaching capitalizes on different teacher strengths to meet varied learning needs for those with challenges and those needing to be challenged. Teachers plan lessons to bring a love of math into the classroom. Strategies include small group work, centers, frequent technology support, hands-on activities, and continuous training opportunities for teachers to discover best practices in motivating learners. On-going assessment is an integral part of our program. Students have the option of completing Algebra II in eighth grade.

## **PART V, #4**

### **Instructional Methods**

Independent Day School uses *Multiple Options for Results in Education* to create a brain friendly environment to accelerate the learning process for our students. The M.O.R.E. Approach has 7 components. Within each component, multiple teaching options work to increase student engagement. This approach uses cognitive, affective, and psychomotor instructional learning methods. The 7 components are: Child Centered Vision, Appreciating the Uniqueness of the Learner, Motivational Strategies to Increase Time on Task, Creating Dignity and Respect, Making Connections, Learning Community, and Curriculum Development.

These components give teachers tools to reach all of our students. One example of the 7 components is “Motivational Strategies to Increase Time on Task.” This component uses research-based methods such as cooperative learning structures, questioning patterns, brain aerobics, specialized music for learning, the power of movement, technology, and other methods to increase student time on task.

Another component, “Appreciating the Uniqueness of Learners”, provides the teacher with tools to reach varied learning styles and multiple intelligences. Students complete inventories to determine their learning styles and strengths. Teachers then use this information to plan lessons that motivate and highly engage students in their learning, while correlating content to standards and benchmarks identified on curriculum maps.

## **PART V, #5**

### **Professional Development Program**

Professional development helped to transform IDS into a learning community, working hard to remain current, cutting edge, and focused on a vision for excellence. In addition to teacher training, professional development allows IDS to fulfill its' mission to serve as a private institution with a public purpose, with teachers modeling and mentoring for interested outside educators.

The professional development program succeeded in attracting and keeping "first class" teachers, who support the Olympic tradition, where the best keep getting better the more they train, rehearse, and investigate powerful tools for self-development and instruction. A six-component program, created to counter teacher isolation, builds high performing teams and promotes collegiality, collaboration and continuous improvement. The components help teachers acquire multiple teaching strategies used to improve student achievement.

Component one consists of in-service training every Tuesday until 5:00, half days monthly and full days throughout the year. Component two provides training in specialized areas on campus. Component three encourages attendance at workshops, conferences, and seminars in content areas. Component four provides financial subsidy for advanced degrees. Component five provides the opportunity to instruct college students in best teaching and curriculum practices through a local college partnership. Component six provides professional growth for faculty to sharpen skills by opening their classrooms to outside educators, interns, and residents.

## PART VI - PRIVATE SCHOOL ADDENDUM

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*The purpose of this addendum is to obtain additional information from private schools as noted below. Attach the completed addendum to the end of the application, before the assessment data tables.*

Private school association(s): Florida Council of Independent Schools; Florida Kindergarten Council  
National Association of Independent Schools  
(Give primary religious or independent association only)

Does the school have nonprofit, tax exempt (501(c)(3)) status? Yes X No       

### Part II - Demographics

1. What are the 2003 - 2004 tuition rates, by grade? (Do not include room, board, or fees.)

\$ 7480    \$ 7680    \$ 7680    \$ 7680    \$ 7680    \$ 7680  
K            1<sup>st</sup>            2<sup>nd</sup>            3<sup>rd</sup>            4<sup>th</sup>            5<sup>th</sup>

\$ 7980    \$ 7980    \$ 7980    \$            \$            \$             
6<sup>th</sup>            7<sup>th</sup>            8<sup>th</sup>            9<sup>th</sup>            10<sup>th</sup>            11<sup>th</sup>

\$            \$ 7480  
12<sup>th</sup>            Other

2. What is the educational cost per student? \$ 8300  
(School budget divided by enrollment)
3. What is the average financial aid per student? \$ 0
4. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 0 %
5. What percentage of the student body receives scholarship assistance, including tuition reduction? 6 %

**ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS**  
**INDEPENDENT DAY SCHOOL (PRIVATE)**

STANFORD ACHIEVEMENT TEST 9, 1996  
HARCOURT INC.  
SCORES ARE REPORTED AS SCALED SCORES.  
NO STUDENTS ARE EXCLUDED FROM THE TEST.

	2002-2003	2001-2002	2000-2001
Testing month April			
<b>SCHOOL SCORES GRADE 8</b>			
<b>READING</b>			
Total Score	731	724	728
Number of students tested	35	38	36
Percent of total students tested	100%	100%	100%
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
<b>NATIONAL MEAN SCORE</b>	691		
<b>NATIONAL STANDARD DEVIATION</b>	40.5		
<b>MATH</b>			
Total Score	720	708	712
Number of students tested	35	38	36
Percent of total students tested	100%	100%	100%
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
<b>NATIONAL MEAN SCORE</b>	679		
<b>NATIONAL STANDARD DEVIATION</b>	34.5		
<b>SCHOOL SCORES GRADE 7</b>			
<b>READING</b>			
Total Score	717	721	714
Number of students tested	52	35	35
Percent of total students tested	100%	100%	100%
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
<b>NATIONAL MEAN SCORE</b>	681		
<b>NATIONAL STANDARD DEVIATION</b>	47.5		
<b>SCHOOL SCORES GRADE 7</b>			
<b>MATH</b>			
Total Score	706	725	720
Number of students tested	35	52	35
Percent of total students tested	100%	100%	100%
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
<b>NATIONAL MEAN SCORE</b>	670		
<b>NATIONAL STANDARD DEVIATION</b>	32		
<b>SCHOOL SCORES GRADE 6</b>			
<b>READING</b>			
Total Score	709	715	715
Number of students tested	57	55	38
Percent of total students tested	99% *	100%	100%
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
<b>NATIONAL MEAN SCORE</b>	663		
<b>NATIONAL STANDARD DEVIATION</b>	38.3		

\* indicates that student was absent for that portion of the test and makeup sessions.

**ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS**  
**INDEPENDENT DAY SCHOOL (PRIVATE) CONT.**

	2002-2003	2001-2002	2000-2001
<b>SCHOOL SCORES GRADE 6</b>			
<b>MATH</b>			
Total Score	715	727	721
Number of students tested	57	55	37
Percent of total students tested	100%	100%	100%
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
<b>NATIONAL MEAN SCORE</b>	656		
<b>NATIONAL STANDARD DEVIATION</b>	35		
<b>SCHOOL SCORES GRADE 5</b>			
<b>READING</b>			
Total Score	704	704	707
Number of students tested	54	56	52
Percent of total students tested	100%	100%	100%
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
<b>NATIONAL MEAN SCORE</b>	654		
<b>NATIONAL STANDARD DEVIATION</b>	37.5		
<b>SCHOOL SCORES GRADE 5</b>			
<b>MATH</b>			
Total Score	725	712	718
Number of students tested	54	56	52
Percent of total students tested	100%	100%	100%
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
<b>NATIONAL MEAN SCORE</b>	646		
<b>NATIONAL STANDARD DEVIATION</b>	33		
<b>SCHOOL SCORES GRADE 4</b>			
<b>READING</b>			
Total Score	692	685	683
Number of students tested	51	53	54
Percent of total students tested	100%	100%	100%
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
<b>NATIONAL MEAN SCORE</b>	638		
<b>NATIONAL STANDARD DEVIATION</b>	48		
<b>SCHOOL SCORES GRADE 4</b>			
<b>MATH</b>			
Total Score	687	679	675
Number of students tested	51	52	54
Percent of total students tested	100%	100%	100%
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
<b>NATIONAL MEAN SCORE</b>	625		
<b>NATIONAL STANDARD DEVIATION</b>	39.1		



**ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS**  
**INDEPENDENT DAY SCHOOL (PRIVATE) CONT.**

	2002-2003	2001-2002	2000-2001
<b>SCHOOL SCORES GRADE 3</b>			
<b>READING</b>			
Total Score	672	689	683
Number of students tested	56	54	53
Percent of total students tested	100%	100%	100%
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
<b>NATIONAL MEAN SCORE</b>	616		
<b>NATIONAL STANDARD DEVIATION</b>	42.5		
<b>SCHOOL SCORES GRADE 3</b>			
<b>MATH</b>			
Total Score	686	702	687
Number of students tested	56	54	53
Percent of total students tested	100%	100%	100%
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
<b>NATIONAL MEAN SCORE</b>	599		
<b>NATIONAL STANDARD DEVIATION</b>	39.8		
<b>SCHOOL SCORES GRADE 2</b>			
<b>READING</b>			
Total Score	634	632	635
Number of students tested	48	48	47
Percent of total students tested	99%*	100%	100%
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
<b>NATIONAL MEAN SCORE</b>	581		
<b>NATIONAL STANDARD DEVIATION</b>	39.4		
<b>SCHOOL SCORES GRADE 2</b>			
<b>MATH</b>			
Total Score	635	634	633
Number of students tested	48	48	47
Percent of total students tested	100%	100%	100%
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
<b>NATIONAL MEAN SCORE</b>	573		
<b>NATIONAL STANDARD DEVIATION</b>	35		

\* indicates that student was absent for that portion of the test and makeup sessions.

